



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5619 East Glade Ave, Mesa, AZ 85206

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Highly Performing  
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. John Nesbitt  
Schedule : 8:00 AM to 3:30 PM  
Grades : K-6  
2004 Enrollment : 859  
Web Address : [www.mpsaz.org/wilson/](http://www.mpsaz.org/wilson/)  
Phone Number : (480) 472-9250  
Fax Number : (480) 472-9277  
E-mail : [jnesbitt@mpsaz.org](mailto:jnesbitt@mpsaz.org)

### Mission

Our primary mission is to provide a safe, effective learning environment in which the mastery of basic skills is an essential goal for each student. This approach will be implemented with consistent standard from one grade level to the next.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Provide students with a strong phonics and reading foundation.
- ü Reinforce students' mastery of basic math facts.

### Enrollment

October 1, 2003 School Year Student Enrollment : 893  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2003-04 : 120

## Instructional Programs

- Ü Extended Kindergarten Program
- Ü ELP (Extended Learning Program - 3-6)
- Ü Art Instruction (4-6)
- Ü On-site Special Education Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

Wilson strongly encourages and welcomes the partnership with our parents. Wilson pledges to provide a safe and orderly educational environment and openly communicate to parents their child's progress in academic and social development.

### Parents

A message from your child: Help me to get to school every day and to be on time. Talk with me daily and hear about all I am learning and doing in school. Show me how to be understanding of the feelings and actions of other children and adults.

## Transportation Policy

Busing is provided for students who live more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

## School Honors

### Awards or Special Recognition Received by the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	5651	75509	98	98	100	535	532	521	7	9	13	18	19	23	35	33	33	41	39	31
All Students (Prior Year)	131	5599	75372	100	98	100	539	536	523	5	5	9	16	18	25	37	38	36	41	39	30
Female	65	2784	37013	97	98	100	540	534	522	6	9	12	14	19	24	40	34	33	40	39	31
Male	58	2859	38430	100	98	99	529	531	521	7	10	14	22	19	22	29	32	33	42	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	20	1862	30486	95	99	99	514	515	505	13	13	18	19	25	29	38	35	32	31	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	--	212	4075	--	98	100	--	504	486	--	19	28	--	28	34	--	31	26	--	23	12
White	98	3216	35192	99	98	99	538	544	534	6	6	8	18	15	19	34	32	35	42	46	39
Students with Disabilities	10	599	9708	100	100	100	459	484	489	50	35	32	30	28	27	10	21	24	10	15	17
Students without Disabilities	113	5052	65801	97	98	98	542	537	525	3	7	11	17	18	23	37	34	34	44	41	33
Limited English Proficient Students	10	1053	16928	100	100	100	523	506	485	0	17	29	20	27	33	60	33	26	20	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	39	2909	36411				506	514	503	15	14	19	24	24	29	44	34	32	18	27	20
Non-Economically Disadvantaged	84	2742	39040				547	550	534	4	5	8	15	14	19	31	32	34	50	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	5641	75492	98	98	100	527	522	519	8	11	12	8	14	16	56	48	47	29	27	24
All Students (Prior Year)	131	5584	75221	100	98	100	525	528	523	7	5	8	15	12	16	54	59	56	24	23	21
Female	65	2785	37014	97	98	100	534	526	523	3	9	10	5	13	15	60	49	48	32	29	27
Male	58	2850	38400	100	98	99	518	518	516	13	13	14	11	16	17	51	48	47	25	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	20	1851	30438	95	98	99	518	509	508	6	17	17	13	20	21	63	49	47	19	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	--	212	4081	--	98	100	--	505	498	--	20	25	--	22	26	--	45	40	--	13	8
White	98	3215	35177	99	98	99	528	530	528	8	7	8	7	11	13	54	48	49	31	34	31
Students with Disabilities	10	589	9707	100	98	100	481	487	495	50	43	33	20	18	21	20	30	33	10	9	13
Students without Disabilities	113	5052	65785	97	98	98	531	525	522	4	7	10	6	14	16	59	50	49	31	28	26
Limited English Proficient Students	10	1047	16905	100	100	100	529	499	489	0	25	34	0	24	28	60	40	32	40	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	39	2904	36302				508	510	507	12	16	18	18	19	21	56	49	46	15	15	14
Non-Economically Disadvantaged	84	2737	39164				534	534	528	6	5	8	4	10	13	56	48	48	35	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	5611	75053	97	98	99	578	578	597	6	10	7	19	14	12	68	68	72	7	7	9
All Students (Prior Year)	131	5503	73654	100	97	99	529	530	530	8	7	9	7	12	13	80	77	70	5	5	7
Female	64	2774	36872	96	98	99	594	604	621	2	6	5	13	11	9	81	73	74	5	10	12
Male	57	2831	38109	98	97	99	561	552	573	11	14	10	26	17	14	54	64	69	9	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	20	1847	30235	95	98	98	601	541	575	0	14	9	19	17	14	56	66	70	25	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	--	210	4044	--	97	99	--	548	550	--	15	13	--	16	17	--	65	66	--	3	4
White	96	3193	35028	97	97	99	572	599	613	7	8	6	20	12	10	69	70	73	4	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	113	5023	65428	97	98	98	583	587	604	6	8	6	18	13	11	69	71	73	7	8	10
Limited English Proficient Students	10	1044	16765	100	100	100	639	524	525	0	16	17	20	20	20	60	63	60	20	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	38	2890	36077				535	542	566	9	14	10	33	17	16	48	65	69	9	3	5
Non-Economically Disadvantaged	83	2721	38950				596	613	618	5	6	5	13	11	9	76	71	73	6	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	5809	76019	100	99	100	545	514	499	4	9	14	20	34	39	10	13	14	65	44	33
All Students (Prior Year)	138	5726	76230	99	98	100	528	517	498	6	6	12	30	31	38	6	13	12	58	50	37
Female	49	2821	37207	100	99	100	539	514	499	7	8	12	24	35	41	11	13	14	59	44	33
Male	71	2979	38677	100	99	100	550	515	498	3	11	15	18	32	38	9	13	13	70	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	23	1790	29458	100	99	100	537	490	480	6	15	20	28	48	48	11	11	12	56	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	91	3386	35880	100	98	100	546	529	515	4	5	7	19	26	32	10	14	16	66	55	45
Students with Disabilities	11	619	9786	100	100	100	481	460	457	27	40	39	45	39	40	9	7	7	18	14	13
Students without Disabilities	109	5190	66233	100	98	99	552	519	503	2	6	11	18	33	39	10	14	14	71	47	35
Limited English Proficient Students	11	972	15206	100	100	100	532	477	459	0	20	31	50	53	53	0	10	7	50	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	33	2753	35714				543	493	480	4	15	20	31	44	47	4	12	12	62	29	20
Non-Economically Disadvantaged	87	3056	40266				546	531	513	5	5	9	17	25	33	11	14	15	67	56	43

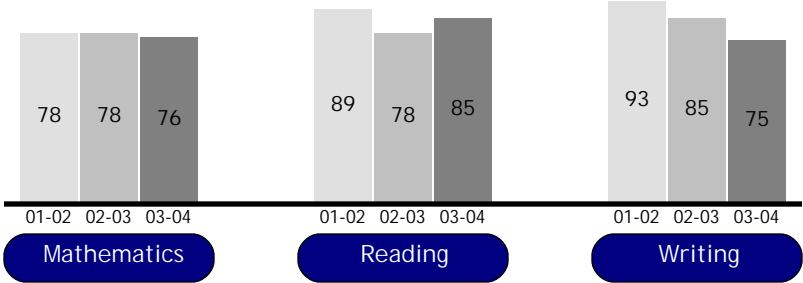
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	5803	76020	100	99	100	514	507	503	12	20	25	21	22	23	50	43	40	17	16	12
All Students (Prior Year)	139	5721	76202	99	98	100	520	510	505	6	11	19	19	21	24	48	53	46	27	14	11
Female	49	2820	37213	100	99	100	512	508	504	17	17	22	20	21	23	48	46	42	15	16	13
Male	71	2973	38666	100	99	100	515	505	501	9	22	29	22	22	22	51	41	38	18	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	23	1784	29442	100	99	99	506	496	494	6	33	37	33	26	26	44	34	31	17	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	91	3386	35890	100	98	100	513	513	511	13	12	15	20	19	20	49	48	48	17	21	18
Students with Disabilities	11	617	9784	100	100	100	506	487	485	45	57	58	18	18	19	18	19	19	18	6	4
Students without Disabilities	109	5186	66236	100	98	99	514	509	504	9	16	23	22	22	23	53	45	42	17	17	13
Limited English Proficient Students	11	967	15198	100	100	100	506	490	483	0	43	59	50	28	25	25	25	14	25	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	33	2745	35703				507	497	494	8	31	37	23	26	26	58	36	31	12	8	6
Non-Economically Disadvantaged	87	3058	40274				516	514	509	14	11	17	21	18	20	47	49	47	18	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	5771	75673	99	98	100	537	530	530	13	15	12	21	25	25	63	56	58	3	5	4
All Students (Prior Year)	137	5622	74692	98	96	99	521	510	502	8	12	18	24	26	27	58	53	47	10	9	8
Female	49	2805	37099	100	98	100	557	549	548	11	10	8	11	22	22	76	62	64	2	6	6
Male	70	2956	38441	99	98	99	524	511	513	15	19	16	27	27	29	55	50	52	3	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	23	1776	29305	100	99	99	495	495	507	28	21	16	22	33	31	50	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	90	3366	35760	99	98	99	545	549	550	11	11	9	20	20	21	65	62	64	3	7	6
Students with Disabilities	11	605	9706	100	100	100	464	444	462	36	48	36	36	24	32	27	25	31	0	2	1
Students without Disabilities	108	5166	65967	99	98	99	545	537	536	11	12	10	19	25	25	67	59	60	3	5	5
Limited English Proficient Students	11	961	15115	100	100	100	546	475	471	25	28	26	25	38	38	50	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	33	2731	35541				531	500	504	19	20	17	15	31	31	65	47	50	0	2	2
Non-Economically Disadvantaged	86	3040	40091				539	553	550	12	10	9	22	19	21	63	63	64	3	7	6

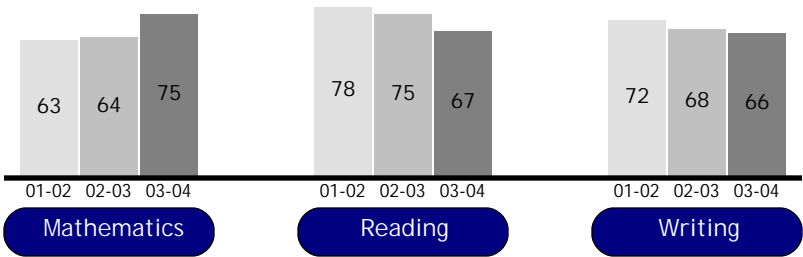
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	63	51	44	94	73	61	50	71	76	NA	58
	Language	99	50	42	39	99	61	49	43	90	68	53	50
	Mathematics	100	65	57	52	98	81	67	57	90	84	71	64
3	Reading	100	56	50	43	95	59	57	47	91	62	NA	55
	Language	100	60	53	50	93	67	61	54	95	61	63	61
	Mathematics	100	63	55	50	99	68	64	54	96	70	66	61
4	Reading	99	65	51	47	94	64	62	52	99	70	NA	56
	Language	99	57	47	45	97	59	54	48	100	60	55	52
	Mathematics	99	77	59	52	97	77	68	57	100	77	68	61
5	Reading	100	66	51	46	93	68	59	50	95	69	NA	55
	Language	100	51	45	43	94	58	53	46	97	59	55	49
	Mathematics	100	71	63	54	94	74	68	57	95	78	71	63
6	Reading	100	70	56	49	93	69	62	53	99	70	NA	56
	Language	100	59	47	42	95	64	53	45	98	63	55	48
	Mathematics	100	85	71	58	95	79	75	62	97	74	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü Attendance Policy
- Ü School Procedures
- Ü Discipline/Homework

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	14.00	Teacher Aide	12.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	9	16	0	0

## Highly Qualified (NCLB) &amp; Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	35
Core academic classes taught by Highly Qualified (NCLB) teachers.	94
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab
- Ü Media Center

## Extracurricular Activities

- Ü Mesa Parks Sports Program
- Ü Student Council

## Social Services

- Ü Before and After Child Care
- Ü Community Classes
- Ü Lunch Program
- Ü School Counselor



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	98	98	98	94
Retention Rate <sup>9</sup>	1	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	51	58
Grades 3-4	80	82
Grades 4-5	76	68
Grades 5-6	80	82

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

All visitors are required to check-in through the office; there are cameras monitoring student movement, the double doors leading into the school are locked for security reasons. All staff continually evaluate safety protocols of the school.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	John Nesbitt	(480) 472-9250
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources		(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Raquel Rinehart	(480) 472-9250
Student Health/Nurse	Marlene Clark	(480) 472-9267

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.